

## REMARKS

Claims 1-3, as originally filed with the present application, correspond to canceled claims 1-3 of the parent application (Application No. 09/935,348/Attorney Docket No. 5222.00186). Claims 4-11, as originally filed with the present application, correspond to canceled claims 5-12 of the parent application. Claims 12-37, as originally filed with the present application, correspond to canceled claims 13-39 of the parent application. Claims 38-55, as originally filed, correspond to canceled claims 58-75 of the parent application.

In the following discussion of the rejected claims of the parent application, the Applicants reference the Office Action mailed April 2, 2003.

### **Claims Rejections – 35 USC §112**

Canceled claims 1-3, 5-12, and 14-19 of the parent application (corresponding to claims 1-3, 4-11, and 12-17 of the present application) were rejected, by the Office Action mailed April 2, 2003 regarding the parent application, as allegedly “containing subject matter which was not described in the specification in such a way as to reasonably convey to one skilled in the art that the inventor(s), at the time of the application was filed, has possession of the claimed invention.” The Applicants have amended claim 1 (corresponding to canceled claim 1 of the parent) so that the feature of “outputting feedback based on the stimuli and responses, wherein the feedback relates to appropriate assumptions and information on how to validate the appropriate assumptions, and **wherein the feedback provides training for the user to validate assumptions**” has been amended to include the feature of “outputting feedback based on the stimuli and responses, wherein the feedback relates to appropriate assumptions and information on how to validate the appropriate assumptions, and **wherein the computer implemented training session shows the user to validate the assumptions**”. (Emphasis added.) For example, the specification, as originally filed, discloses (Paragraph 63.):

The second phase of the training shows the learner that it is important not only to be aware that they are making assumptions, but that they must validate those assumptions.

Additionally, the Applicants have amended “assumptions” to “the assumptions” to address an antecedent issue. Similarly, the Applicants have amended claims 9 and 17 (corresponding to

canceled claims 10 and 19 or the parent application) to include the features of “a code segment for outputting feedback based on the stimuli and responses, wherein the feedback relates to appropriate assumptions and information on how to validate the appropriate assumptions, and wherein the computer implemented training session shows the user to validate the assumptions” and “logic for outputting feedback based on the stimuli and responses, wherein the feedback relates to appropriate assumptions and information on how to validate the appropriate assumptions, and wherein the computer implemented training session shows the user to validate the assumptions”, respectively. Claims 2-3, 4-8, 10-11, and 12-16 depend from claims 1, 9, and 17.

### Claims Rejections – 35 USC §102

Canceled claims 1-3, 7, 9-12, 16, 18, and 19 of the parent application (corresponding to claims 1-3, 6, 8-11, 14, 16, and 17 of the present application) were rejected as being anticipated by US 5,616,033 (Kerwin). Claims 1, 9, 17 have been amended to include the features of “outputting feedback based on the stimuli and responses, wherein the feedback relates to appropriate assumptions and information on how to validate the appropriate assumptions, and wherein the computer implemented training session shows the user to validate the assumptions”, “a code segment for outputting feedback based on the stimuli and responses, wherein the feedback relates to appropriate assumptions and information on how to validate the appropriate assumptions, and wherein the computer implemented training session shows the user to validate the assumptions”, and “logic for outputting feedback based on the stimuli and responses, wherein the feedback relates to appropriate assumptions and information on how to validate the appropriate assumptions, and wherein the computer implemented training session shows the user to validate the assumptions”, respectively, as discussed above. The Office Action states that Kerwin teaches an educational system that “allows the user to enter an assumption that forms that basis for the response and ways to validate the assumption (the user enters a narrative response)”. However, Kerwin only teaches that (Column 4, lines 33-42. Emphasis added.):

After the trainee has had time to read and understand the foregoing situation/simulation, he is instructed to enter into computer memory through keyboard 15 a **narrative** describing **his proposed solution** to the presented situation/simulation as represented by rectangle 22. After entering such narrative (rectangle 23), the trainee is instructed to advance the system by pressing a mouse

button pointed to a screen "button", after which the system progresses to present on monitor 13 four multiple choice solutions to the first situation/simulation as represented by rectangle 24.

Kerwin only teaches about entering a solution in a narrative and not about the feature of "allowing the user to enter assumptions that form a basis of the responses". Consequently, Kerwin does not teach about the additional feature of "outputting feedback based on the stimuli and responses, wherein the feedback relates to appropriate assumptions and information on how to validate the appropriate assumptions, and wherein the computer implemented training session shows the user to validate the assumptions". Claims 2-3, 4-8, 10-11, and 12-16 depend from claims 1, 9, and 17.

Canceled claims 20-39 of the parent application (corresponding to claims 18-37 of the present application) were rejected as being anticipated by US 5,727,950 (Cook). The Applicants have amended Claim 18 to include the feature of "prompting the user to enter an assumption that forms a basis of the user's reaction". Cook does not disclose or even disclose this feature. As taught by Cook, as cited by the Office Action (Column 11, lines 32-40. Emphasis added.)

First, the student can respond to questions presented by the materials engine, and in the course of responding, can ask for advice or hints, the use of a tool such as a calculator, or other relevant assistance. Second, the student can advance to the next item, lesson, or unit upon successful completion of the present item, lesson, or unit. Third, in case of error, the student can request, or automatically be presented with, appropriate repeat, review, or remediation materials. Finally, at a higher level these patterns of interactions can be analyzed to provide more adaptive responses from the system.

Cook does not teach oven suggest the feature of "prompting the user to enter an assumption that forms a basis of the user's reaction". Similarly, claims 25 and 32 have been amended to include the features of "a code segment for prompting the user to enter an assumption that forms a basis of the user's reaction" and "logic for prompting the user to enter an assumption that forms a basis of the user's reaction", respectively. Claims 19-24, 26-31, and 33-39 depend from claims 18, 25, and 32 and are thus not anticipated by Cook.

#### **Claims rejections – 35 USC §103**

Canceled claims 5, 6, 14, and 15 (corresponding to claims 4, 5, 12, and 13 of the present application) were rejected by the Office Action as being unpatentable over Kerwin in view of US 6,155,840 (Sallette). Claims 4, 5, 12, and 13 of the present application depend from independent

claims 1 and 9. Referring to claim 1, as discussed above, Kerwin does not teach at least the features of “allowing the user to enter assumptions that form a basis of the responses” and “outputting feedback based on the stimuli and responses, wherein the feedback relates to appropriate assumptions and information on how to validate the appropriate assumptions, and wherein the computer implemented training session shows the user to validate the assumptions”. Claim 9 has been similarly amended. Moreover, neither Sallette nor the combination of Kerwin and Sallette teaches or even suggests these features.

Canceled claims 8 and 17 (corresponding to claims 7 and 15 of the present application) were rejected by the Office Action as being unpatentable over Kerwin in view of US 5,791,907 (Ramshaw). Claims 8 and 17 depend from independent claims 1 and 9. Referring to claims 1 and 9, as discussed above, Kerwin does not teach at least the features of “allowing the user to enter assumptions that form a basis of the responses” and “outputting feedback based on the stimuli and responses, wherein the feedback relates to appropriate assumptions and information on how to validate the appropriate assumptions, and wherein the computer implemented training session shows the user to validate the assumptions”. Moreover neither Ramshaw nor the combination of Kerwin and Ramshaw teaches or even suggests these features.

Canceled claims 58-75 (corresponding to claims 38-55 of the present application) were rejected by the Office Action as being unpatentable over Sallette in view of US 6,091,930 (Mortimer). The Applicants have amended claim 38 to include the feature of “a second text box for illustrating comments entered by the user during the training session **and for displaying assumptions and information on how to validate the assumptions**”. (Emphasis added.) As admitted by the Office Action, “Sallette does not specifically teach ‘a second text for illustrating comments entered by the user during the training session’”. Mortimer does disclose (Column 17, lines 46-63. Emphasis added.):

With reference to FIG. 6c, a student contribution manager 220 is an interactive subsystem used by a student, which include all readers of the CITbook, who is navigating through the material of the student CITbook 50. As is true with a traditional printed textbook, students are not permitted to add, modify, or delete portions of the student CITbook. Instead, the student contribution manager 220 includes a note module 100 shown in FIG. 2e. At any given page of the interactive textbook being presented to the student, the note module **100 allows the student to insert personalized notes as clarifications or reminders relating to the material on the page**. The note module assigns a data link with the notes to the current position of the data on the page and stores the notes. Upon a subsequent

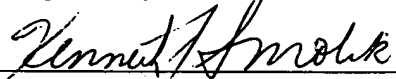
presentation of this page, the student notes are automatically retrieved and presented along with the page. Alternately, notes are inactivated if too large to display.

However, Mortimer does not teach or even suggest “a second text box for illustrating comments entered by the user during the training session and for displaying assumptions and information on how to validate the assumptions”. Similarly, claims 44 and 50 have been amended to include similar features of “displaying a second text box for illustrating comments entered by the user during the training session and for displaying assumptions and information on how to validate the assumptions” and “a code segment for displaying a second text box for illustrating comments entered by the user during the training session and for displaying assumptions and information on how to validate the assumptions”, respectively. Claims 39-43, 45-49, and 51-55 dependent from independent claims 38, 44, and 50. Thus, claims 38-55 are patentable over Sallette in view of Mortimer.

**CONCLUSION**

The Applicant respectfully requests that the Examiner consider the amendments for allowance of the claims.

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